EXPLORING FILIPINO TEACHERS' STRATEGIES IN BUILDING PSYCHOLOGICAL RESILIENCE IN THE WORKPLACE: AN EXPLORATORY SEQUENTIAL DESIGN

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ABSTRACT

This study aimed to explore the strategies of Filipino teachers employ to build psychological resilience in the workplace utilizing exploratory factor analysis. The study identified eight themes and seven dimensions integral to resilience in teaching. These encompassed aspects like Mindful Resilience, Growth-Oriented Resilience, and Empathetic Engagement. The reliability of these dimensions was confirmed through a high Cronbach's Alpha score, establishing the validity of the measurement instrument with 48 items across seven dimensions. The findings revealed a multifaceted approach to resilience, emphasizing the need for emotional intelligence, adaptability, and professional growth. The high reliability and validity of the resilience strategies scale suggested its utility in educational settings for both research and practical assessment. Based on these insights, the study recommends that school administrators implement comprehensive resilience training programs and establish robust support systems within schools. For teachers, continuous professional development focused on resilience and mindfulness is crucial. Additionally, learners should be encouraged to develop resilience skills and foster a supportive learning environment. Future researchers are advised to expand the participant pool and enhance the generalizability of the results. These recommendations aim to foster a holistic approach in education that intertwines teacher well-being with professional competence, creating an environment where resilience is both taught and embodied.

Keywords: *Psychological Resilience, Filipino Teachers, Educational Strategies, Thematic Analysis, Resilience Training, Exploratory Factor Analysis, Kidapawan City.*

INTRODUCTION

In recent years, it has become more important for teachers to be psychologically resilient in the context of global inquiry, where the teaching profession may be exceedingly challenging. Over 90% of teachers will reportedly deal with hard students, excessive workloads, and little resources; as a result, educators must be adaptable and resilient (Rutter, 2019). Furthermore, building psychological resilience may help teachers manage their stress, avoid burnout, and keep their workplace wellbeing (Luthar, 2020).

On the other hand, the Philippines have different approaches to helping teachers develop their psychological toughness. The analysis will provide ideas for educators,

policymakers, and mental health specialists on how to support and enhance the mental health and wellbeing of Filipino teachers by identifying effective ways for resilience development. But many Filipino instructors struggle with a tremendous workload, few resources, student conduct, family expectations, and administrative and bureaucratic requirements. However, practicing self-care, asking for help from mentors and colleagues, building good rapport with children and parents, and taking advantage of professional development opportunities are a few hurdles that may need to be overcome (Cicchetti, 2021).

More specifically, in the Kidapawan City, Filipino teachers' feeling of involvement and connection with psychological resilience is one of the main ways that increasing psychological resilience at work may affect them. It's critical that educators create coping mechanisms to increase their psychological toughness and manage the rigors of their line of work. Schools and education officials must acknowledge how these pressures affect teachers' wellness and mental health and provide them the tools and support they need to develop resilience. This might include making investments in infrastructure and resources, offering mental health care, and encouraging a collaborative work environment (Revilla, 2019).

However, numerous literary works concentrate on concepts like the methods used by Filipino instructors to foster psychological toughness at work. The majority of the research that has already been done on psychological resilience in teachers has been done in settings, thus it may not completely represent the distinctive experiences and difficulties that Filipino teachers encounter overcrowded classrooms, lack of resources, language barrier, distance and transportation, administrative tasks, and lack of support and professional development (Becker, 2020).

Thus, the goal of this study is to determine the Filipino teachers' strategies in building psychological resilience in the workplace of selected teachers in the selected schools in Kidapawan City Division, Kidapawan, North Cotabato for the school year 2023-2024.

METHODS

Research Design

The exploratory sequential mixed method was used in this study. This plan starts with a phase of collecting and analyzing qualitative data through interview, then moves on to a phase of collecting and analyzing quantitative data using survey questionnaire (Cresswell, 2003).

Also, the goal of this design is to investigate a situation where this is often helpful when making a questionnaire (Plano Clark, 2005). Qualitative data can be used when variables haven't been found or a theory hasn't been made (Morrow, 2007). It includes content analysis, which assumes that people have beliefs or opinions about something and that these can be reliably inferred from what they say (Wilkinson, 2004). So, one goal of content analysis is to find out what people think about something. Content analysis is the process of putting what people have said into groups of opinions that make sense. It can be very organized. With this design, the first parts of work ethics are based on the stories of the participants.

The quantitative approach, on the other hand, uses construct validity to figure out the factor structure of the construct or measure. Construct validity is a broad term for judging the measurement method used to measure a certain construct. This is because

it includes a number of other types of validity, such as content validity, convergent and divergent validity, and criterion validity, which help judge construct validity (Messick, 1989). Because of this, construct validity is seen as a process you go through to evaluate the validity of a measurement procedure. Other types of validity, on the other hand, are tools you use to more practically evaluate whether the measurement procedure measures a given construct.t (Wainer & Braun, 1988).

Research Participants

A total of ten (10) teachers were invited for in-depth interviews and seven (7) teachers for the focus group discussion. The results of the interview were used in drafting the initial items of Filipino teachers' strategies in building psychological resilience in the workplace using purposive sampling. Purposive sampling, also known as judgmental or selective sampling, is a non-probability sampling technique used in research to deliberately select specific individuals or groups from a larger population for inclusion in a study. Purposive sampling is often used when researchers want to gather information from particular participants who possess the desired characteristics, experiences, or knowledge that are essential for addressing the research questions or objectives. This sampling technique is particularly useful when the target population is heterogeneous and the goal is to capture diverse perspectives or unique cases (Cresswell, 2017).

The constructed survey questionnaire from the qualitative interviews were disseminated to 300 teachers in Kidapawan City, North Cotabato. The respondents were selected using the stratified random sampling technique. This necessitates knowing the characteristics of the population members so that the population can be stratified before the sample is chosen (Fowler, 2009). After which, the final tool was distributed to 30 respondents for pilot testing.

Furthermore, the inclusion criterion for this research would consist of Filipino teachers who have provided their services in public schools for a minimum of one year of teaching experience. Conversely, the exclusion criteria will include Filipino teachers as well as foreigners from private schools.

RESULTS AND DISCUSSIONS

Lived Experiences of Filipino Teachers' Strategies in Building Psychological Resilience in the Workplace.

There are eight (8) themes from the lived experiences of Filipino teachers' strategies in building psychological resilience in the workplace. These themes are Resilient Nurturance, Embracing Educational Change, Resilient Professional Growth, Mindful Resilience, Growth-Oriented Resilience, Supportive Scaffolding, Constructive Detachment, and Prioritized Efficiency.

Resilient Nurturance. The theme 'Resilient Nurturance,' under the node 'Filipino Well-being and Teaching Resilience,' encapsulates a vital aspect of the lived experiences of Filipino teachers as they navigate the challenges of their profession. Most participants emphasize the multifaceted approach Filipino teachers take in building resilience: nurturing themselves and their students, adapting to change, fostering collaborative environments, and viewing challenges as growth opportunities. Thus, the various statements of the participants reveal the following:

"I would like to share about my experience, insights, or suggestions regarding the importance of resilience in the teaching profession in the Philippines was all about emotional support for students, resilient teachers recognize the importance of emotional support for students, especially considering the socio-economic disparities that some students may face and they create a nurturing classroom environment that encourages open communication and empathy (IDI_P1)."

"I would like to share about my experience, insights, or suggestions regarding the importance of resilience in the teaching profession in the Philippines is advocacy for teacher wellbeing, resilient teachers may engage in advocacy efforts to improve working conditions, salaries ,and overall well-being within the teaching profession. This involves collaborating with education stakeholders and policymakers (IDI_P5)."

"Psychological resilience improves Filipino educators' job performance and well-being by adaptability or flexible teaching strategies, resilient educators are better equipped to adapt to changes in curriculum, teaching methods, and technology. This adaptability is crucial in the dynamic field of education, especially in the context of evolving educational policies and practices in the Philippines (FGD_P1)."

The various significant remarks of the participants implied that balancing the emotional and professional demands of teaching while maintaining personal well-being. It's a holistic strategy that integrates self-care with empathetic student engagement, crucial in a profession marked by emotional labor and socio-economic challenges. This approach fosters a supportive environment conducive to learning and personal growth.

The implication of the study is supported by Yusoff, M. S. B. (2019). They emphasized the need for systemic support structures within the educational framework. It calls for policies that recognize the emotional toll on educators, advocating for mental health resources, professional development opportunities, and collaborative networks. Such support not only enhances teacher resilience but also positively impacts student outcomes. By institutionalizing these practices, the education system can create a more sustainable and nurturing environment for both teachers and students.

Also, another theme emerged from the study was "Embracing Educational Change". The theme highlights how teachers perceive and respond to challenges brought by these changes. Instead of resisting, they adopt a positive and constructive attitude, viewing changes as opportunities for growth and learning. This approach is essential in maintaining their motivation and commitment to the profession, especially during periods of significant transitions. Thus, the remarks of the participants are depicted below.

I would like to share about my experience, insights, or suggestions regarding the importance of resilience in the teaching profession in the Philippines is adaptability to educational reforms, the Philippine education system has undergone various reforms and changes, resilient teachers demonstrate adaptability, embracing new methodologies and curriculum adjustments with a positive mindset (IDI_P10).

The suggestions or insights regarding the importance of resilience in the teaching profession in the Philippines is adapting to Change: Resilient

> *teachers are better equipped to adapt to changes in the education system, curriculum, and technology. Given the dynamic nature of education, the ability to embrace change positively helps in providing students with relevant and up-to-date knowledge (FGD_P7).*

This implied that Filipino teachers face a constantly evolving educational landscape, marked by curriculum revisions, policy changes, and pedagogical shifts. Embracing these changes requires a resilient mindset, where teachers are not only open to new ideas and methodologies but actively engage with them. This adaptability is a crucial part of their professional resilience, enabling them to stay relevant and effective in their teaching practices.

However, Werner and Smith (2019) supports that integral to embracing educational change is the commitment to continuous professional development. Filipino teachers proactively seek training and resources that align with new educational trends. This ongoing learning process not only helps them to adapt to changes but also fosters a culture of lifelong learning among educators.

Moreover, Resilient Professional Growth was another theme that emerged which emphasizes the importance of ongoing professional development for Filipino teachers. In the face of various challenges, Filipino teachers engage in continuous learning, whether it's through formal education, workshops, or self-directed study. This commitment to professional growth allows them to adapt to changing educational demands, stay updated with new teaching methodologies, and enhance their pedagogical skills. Hence, the significant statements of the participants revealed below:

> *I would like to share about my experience, insights, or suggestions regarding the importance of resilience in the teaching profession in the Philippines is continuous professional development, resilient educators in the Philippines understand the importance of continuous learning. They actively seek professional development opportunities, attend workshops and engage with educational communities to stay informed about evolving best practices (IDI_P3).*
>
> *Psychological resilience improves Filipino educators' job performance and well-being by professional growth or learning from challenges, resilience involves learning from setbacks and challenges, educators who approach difficulties as opportunities for growth are more likely to engage in continuous professional development, ultimately improving our job performance (FGD_P6).*

This finding supports Simonsen (2021). He pointed out that resilient professional growth is characterized by a proactive approach to personal and professional development, a positive attitude towards learning from difficulties, and an emphasis on the well-being of educators. These elements collectively contribute to the building of psychological resilience, enabling Filipino teachers to thrive in their professional environment.

Furthermore, the theme **Mindful Resilience** was emerged which revealed the experiences of the participants that Filipino teachers use practices such as meditation,

deep breathing, and mindful reflection to manage stress and maintain mental clarity. These practices help them stay present and focused, enabling a more thoughtful and measured response to the challenges of their work. Thus, the remarks of the participants are enumerated below:

> *The strategies or practices do you employ to cope with stress and prevent burnout is cognitive strategies, challenge negative thoughts and replace them with positive ones , develop a resilient mindset to adapt to challenges and practice gratitude to focus on the positive aspects of life (IDI_P4).*

> *As a teacher ,during this period of transition, maintaining a positive and constructive attitude was crucial. It was challenging to balance the demands of the job and there were moments of frustration and self-doubt. However I remained committed to providing quality education and support for my students (FGD_P1).*

These statements implied that teachers utilizing mindful resilience strategies are adept at managing their emotions. This involves recognizing and acknowledging their feelings, whether it's stress, frustration, or fatigue, and using mindfulness techniques to regulate these emotions. By doing so, they prevent burnout, maintain a positive attitude, and create a more supportive and calm classroom environment.

However, the ideas of the participants are supported by Gaffud and Singson, (2020). They pointed out that Mindful Resilience also translates into a reflective approach to teaching. Teachers engage in regular self-reflection, assessing their teaching methods and interactions with students. This reflective practice allows them to continually improve their teaching strategies, ensuring that they are meeting the needs of their students effectively.

Additionally, the "Growth-Oriented Resilience" was another theme that emerged from the interviews. This theme emphasized that Central to growth-oriented resilience is the perspective that challenges and setbacks are not just obstacles but opportunities for personal and professional growth. Filipino teachers with this mindset approach difficulties in their profession whether these are related to student behavior, administrative demands, or changes in curriculum – as chances to learn, improve, and develop new skills. Hence, the statements of the participants revealed below:

> *I maintain a positive mindset and motivation when facing difficulties or setbacks is focus on positive and identify and celebrate small victories, no matter how minor, reflect on past achievements and remind myself of my capabilities and cultivate a habit of gratitude by acknowledging positive aspects of my situation (IDI_P6).*

> *I maintain a positive mindset and motivation when facing difficulties or setbacks by learning from setbacks, this view setbacks as opportunities for growth and learning , and analyze the situation objectively to understand what, went wrong (IDI_P9).*

I maintain a positive mindset and motivation when facing difficulties or setbacks Focus on Solutions, Not Problems: Instead of dwelling on the challenges, shift your focus to potential solutions. Analyze the situation, identify actionable steps, and develop a plan to overcome obstacles. This proactive approach can help maintain a positive outlook (FGD_P4).

The statements of the participants implied that this aspect of resilience involves a commitment to lifelong learning. Filipino teachers engage in ongoing education and training, seeking to enhance their teaching methods and stay abreast of the latest educational trends and technologies. This continuous professional development is not just about adapting to change but actively seeking growth opportunities within their field.

These statements are supported by Freeman, J., & Simonsen, B. (2019). They emphasized that Growth-Oriented Resilience in the context of Filipino teaching professionals is about embracing a proactive approach to challenges, continuously seeking personal and professional development, reflecting on practices, adapting flexibly to change, and cultivating strong emotional and interpersonal skills. This approach not only enhances their capability to thrive in their roles but also contributes positively to their overall well-being and job satisfaction.

Correspondingly, the theme **"Supportive Scaffolding"** emphasized that most of the participants experienced building strong, collaborative relationships with fellow teachers and school staff. By sharing experiences, strategies, and resources, teachers create a community of support that helps them navigate the complexities of their profession. Peer mentorship, team teaching, and informal support groups are examples of how collegial support is manifested. Hence, the remarks of the participants are listed below;

The specific support systems or resources I use to enhance my resilience as a teacher are my collegial support this cultivate positive relationships with colleagues for mutual support, collaborate with fellow teachers to share ideas and strategies and establish a support network within the school community (IDI_P1).

The specific support systems or resources I use to enhance my resilience as a teacher by administrative support or communicate openly with school administrators about challenges, seek guidance on classroom management or specific teaching methodologies and advocate for resources and support when needed (IDI_P3).

The specific support systems or resources I use to enhance my resilience as a teacher is time management strategies, implement effective time management techniques for lesson planning, prioritize tasks and set realistic deadlines to avoid feeling overwhelmed and explore tools or apps designed for educators to enhance efficiency (IDI_P5).

The remarks of the participants implied that supportive scaffolding also entails opportunities for ongoing professional growth and development. This includes workshops, training sessions, and access to educational resources that help teachers stay current with teaching methodologies and educational trends. Such opportunities not only bolster their teaching skills but also contribute to their sense of competence.

The significant remarks of the participants is supported by Davis, S. F. (2020). He emphasized that supportive scaffolding encompasses the involvement of the wider school community, including parents and guardians. Engaging with the community can provide additional layers of support for teachers, from understanding student backgrounds to garnering resources and assistance in various school activities.

In addition, another theme emerged "**Constructive Detachment".** This theme underscores the importance of maintaining an emotional balance, objectivity, and a forward-looking perspective in the teaching profession. This approach not only aids Filipino teachers in building psychological resilience but also in continuously enhancing their professional capabilities and the quality of education they provide. Thus, the statements of the participants depicted below:

> *I handle criticism or feedback in a way that maintains my resilience and fosters growth by separate personal from professional, detach my personal identity from the feedback received and focus on the specific actions or behaviors being addressed rather than internalizing criticism (IDI_P3).*

> *I handle criticism or feedback in a way that maintains my resilience and fosters growth is to engage in continuous learning, commit to ongoing professional development and seek out additional resources, workshops, or training that align with the feedback received (IDI_P6).*

> *I handle criticism or feedback in a way that maintains my resilience and fosters growth Separate Yourself from the Feedback: Detach your personal identity from the feedback received. Understand that the critique is about your work or a specific aspect of your performance, not a judgment of your worth as an individual. This mindset helps in taking feedback less personally (FGD_P5).*

The remarks of the participants implied that Constructive detachment fosters a proactive attitude towards professional development. By not internalizing criticism, teachers are more likely to seek out additional training, resources, or mentorship to improve their skills and address any areas of weakness identified through feedback.

The statements are emphasized by Cacanog, M. A. S., & Adao, J. R. (2019) that constructive detachment helps in preserving professional integrity and maintaining a healthy work environment. It allows teachers to handle potentially stressful interactions with colleagues, administrators, and parents in a more composed and constructive manner.

Finally, the last theme emerged from the Filipino teachers' experiences pertaining to psychological resilience in work place was "**Prioritized Efficiency".** This theme

signified that theme highlights the importance of time management, goal setting, efficient task handling, and the use of technology in building psychological resilience among Filipino teachers. By optimizing their workload and focusing on efficiency, teachers are better equipped to handle the demands of their profession without compromising their well-being. However, the remarks of the participants are enumerated below:

> *I can manage my time effectively to minimize stress and maintain my resilience by prioritizationor I begin each day by identifying high priority tasks and focus on completing critical tasks before moving on to less urgent one's (IDI_P3).*
>
> *I can manage my time effectively to minimize stress and maintain my resilience by eliminating time wasters, identify and minimize activities that consume time without contributing significantly to productivity and limit distractions such as unnecessary meetings,or excessive use of social media (IDI_P8).*
>
> *I can manage my time effectively to minimize stress and maintain my resilience Prioritization: I start by identifying tasks that are urgent and important. This helps me focus on what truly needs to be done and prevents the feeling of being overwhelmed by an extensive to-do list (FGD_P7).*

The statements from the participants implied that teachers practicing prioritized efficiency set realistic goals and deadlines for themselves. This involves breaking down larger tasks into smaller, manageable parts and setting achievable timelines. Such planning helps in avoiding the feeling of being overwhelmed and promotes a sense of accomplishment as tasks are completed.

Conclusively, the implication of the study is supported by Bowman, N. A. (2021). He gave lighted in his study that prioritized efficiency also extends to maintaining a healthy balance between professional responsibilities and personal life. Teachers ensure that their work commitments do not encroach upon their personal time, which is vital for relaxation and rejuvenation.

Dimensions of Filipino Teachers' Strategies in Building Psychological Resilience in the Workplace Questionnaire

Testing of the Propose Questionnaire consisting of 100 item scale on Filipino Teachers' Strategies in Building Psychological Resilience in the Workplace. Prior to the proposed 100-item scale for Filipino teachers' strategies in building psychological resilience in the workplace undergoing factor analysis, the Kaiser Meyer-Okin Measure (KMO) of Sampling Adequacy and Bartlett's test of sphericity were performed. Table 1 highlighted the results.

Table 1
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.617
Bartlett's Test of Sphericity	Approx. Chi-Square	14690.526
	Df	4950
	Sig.	.000

Moreover, the results displayed aboved revealed the KMO test generated a value of .617 which is above .5. This means the sample can be treated with EFA. Also, Bartlett's Test of Sphericity result yields a .000 significant value which tells that the data have patterned relationships, and factorability was assumed. Hence, there was empirical evidence to proceed with the factor analysis.

Derivation of Factors Structures for Filipino Teachers' Strategies in Building Psychological Resilience in the Workplace. To determine the number of factors, the 100-item scale was tested using an unrotated factor matrix with estimates of eigenvalues, percent of the variance, and cumulative variance. Eigenvalues represent the total amount of variance that can be explained by a given principal component. They can be positive or negative in theory, but in practice, they explain variance which is always positive (UCLA, 2021). Under the Kaiser criterion, all components are dropped with eigenvalues under 1.0, this being the eigenvalue equal to the information accounted for by an average single item (Costello & Osborne, 2005).

Correspondingly, five factors were identified in the model with eigenvalues above 1. The loading factor for each item corresponds to a factor score that was above .40. This means, there was a sufficient correlation between factors and variables; hence, the item can be considered as part of the particular factor.

Table 2 shows the pattern matrix using Principal Axis Factoring with a Promax rotation method of Promax with Kaiser Normalization. It can be observed in the results the loadings of items in the five factors are above .4. It can be supported by Field (2005) that .4 is recommended and necessary to obtain the desired factors. Furthermore, it can be observed that there is no item cross-loading or not loading at all which means that the items best represent their factors. It is emphasized by hair et al. (1998) that loadings indicate the degree of correspondence between the variable and the factor, with higher loadings making the variable representative of the factor.

Moreover, the item loadings of each item to their factor indicate a sufficient correlation between factors and variables, and thus can be considered as a component of the factor. By using the EFA, the five-factor model of Filipino Teachers' Strategies in Building Psychological Resilience in the Workplace with 47 items was developed as shown in table 6, namely: *Adaptive Tenacity, Synergistic Advancement, Educational Resilience and Adaptability, Pedagogical Practices, Innovative Teaching Engagement, and Mindfulness Adaptability.*

However, the items that do not fit with the factor were removed from the final questionnaire. Specifically, the items deleted are Item 1 "I prioritize my mental health to stay resilient in my teaching role.", item 2 "I seek continuous professional development opportunities to enhance my skills.", item 3 "I maintain open communication with my colleagues for support., item 4 "I adapt my teaching methods to suit diverse student needs.", item 5 "I practice mindfulness to manage stress and maintain focus., item 6 "I reflect on feedback constructively to improve my teaching., item 7 "I balance my professional and personal life for overall well-being., item 8 "I embrace educational reforms as opportunities for growth., item 9 "I use time management strategies to handle my workload effectively., item 10 "I engage in collaborative projects with fellow teachers for shared learning., item 11 "I approach challenges with a positive attitude., item 12, "I advocate for my needs and the needs of my students., item 13, "I cultivate a nurturing

environment in my classroom.", item 15, "I stay updated with the latest educational technologies and methods.", item 16 "I build strong relationships with my students to support their learning.", item 17 "I take time to reflect on my teaching practices regularly.," item 18 "I seek mentorship from experienced educators for guidance.", item 20, "I focus on solutions rather than dwelling on problems.", item 21 "I set realistic goals for myself and my students.", item 23, "I engage in self-care activities to prevent burnout.", item 24 ,"I participate in peer review sessions for mutual learning.", item 25, "I establish a supportive network within the school community.", item 27, "I encourage open dialogue with parents and guardians", item 28, "I pursue hobbies outside of teaching to maintain a balanced life.", item 30, 'I cultivate gratitude to focus on the positive aspects of teaching.", item 31, "I detach my personal identity from professional criticism.", item 35, "I prioritize critical thinking in my classroom interactions.", item 40, " I remain patient and understanding with challenging student behavior.", item 41, "I strive to understand each student's unique background and needs.", item 42, "I explore new teaching resources to enrich my lessons.", item 44, 'I allocate time for planning and reflection each day.", item 45, "I celebrate small victories in my teaching journey.", item 49," I incorporate student feedback into my teaching adjustments.", item 50, "I share my experiences with new teachers to guide them.", item 52, "I have observed that Filipino teachers often employ collaborative support systems.", item 55, "I find that Filipino teachers frequently utilize reflective practices and mindfulness techniques", item 59, "I stay curious and open to learning new things.", item 60,"I handle workload pressures by breaking tasks into smaller steps., item 61,"I use affirmations to boost my confidence in difficult times.", item 66, "I create a positive impact in my students' lives beyond academics.", item 67, 'I find strength in the success stories of my students.", item 68,"I stay connected with my professional network for support and advice.", item 70, "I maintain a growth mindset to adapt to new challenges., item 71"I seek to inspire my students through my resilience.", item 80, "I cultivate strong relationships with colleagues for mutual support.", item 81,"I embrace new teaching methodologies to stay adaptable.", item 83, "I view feedback as an opportunity for growth and improvement.", item 91, "I prioritize urgent and important tasks in my daily routine.", item 92,"I stay updated with current educational technologies and trends.",item 98, "I set achievable goals for myself and my students., item 99, "I utilize digital tools to streamline my teaching processes., item 100, "I engage in self-care activities to prevent burnout.".

Table 2
Pattern Matrix Seven-Factor Model

Items	Factor Loadings						
	1	2	3	4	5	6	7
Factor 1: Adaptive Tenacity							
1. I prioritize tasks to ensure efficiency in my work.	.594						
2. I practice emotional intelligence in my interactions.	.565						

3. I utilize digital tools to enhance my teaching efficiency.	.547	
4. I adapt to curriculum changes with an open mind.	.566	
5. I stay resilient in the face of administrative challenges.	.547	
6. I integrate creativity into my teaching to keep students engaged.	.515	
7. I seek feedback actively to enhance my teaching methods.	.533	
8. I practice deep breathing exercises to manage in-the-moment stress.	.576	
9. I support my colleagues in their professional challenges.	.565	
10. I keep a positive mindset during times of uncertainty.	.517	
11. I use constructive criticism as a tool for professional growth.	.599	
12. I create lesson plans that are flexible and adaptable.	.558	
Factor 2: Synergistic Advancement		
13. I like peer mentoring and team-building activities.		.737
14. I believe that engaging in continuous professional development and self-care practices.		.699

15. I prioritize my physical health to sustain my energy for teaching.	.672	
16. I maintain a tidy and organized workspace for clarity and focus.	.685	
17. I explore various teaching styles to find what works best.	570	

Factor 3: Educational Resilience and Adaptability

18. I learn from my mistakes to improve my teaching practice.	. 549	
19. I encourage my students to develop resilience skills.	.561	
20. I actively seek professional development to enhance my teaching skills.	.699	
21. I maintain a positive attitude amidst educational challenges.	.533	
22. I seek mentorship and guidance from experienced educators.	.588	
23. I apply emotional intelligence in my interactions with others.	.717	
24. I focus on finding solutions rather than dwelling on problems.	.537	

Factor 4: Pedagogical Practices

25. I advocate for mental health awareness in education.		.645
26. I recognize the importance of self-		.650

compassion in my profession.	
27. I explore different cultures to enhance my teaching perspective.	.512
28. I maintain a work-life balance for sustained energy and enthusiasm.	.761
29. I maintain a work-life balance for sustained energy and enthusiasm.	.536
30. I regularly reflect on and assess my teaching practices.	.637

Factor 5: Innovative Teaching Engagement

31. I maintain a sense of humor to create a joyful learning environment.	.540
32. I remain adaptable to the evolving educational landscape.	.632
33. I nurture my passion for teaching to stay motivated.	.557
34. I engage in dialogue with education policymakers for systemic change.	.599
35. I value constructive feedback as a pathway to excellence.	.680
36. I build meaningful connections with my students to enhance learning.	.590

Factor 6: Mindfulness Adaptability

37. I practice mindfulness to manage stress and maintain focus.	.579
38. I view feedback as an opportunity for growth and improvement.	.633
39. I balance my professional responsibilities with personal well-being.	.588
40. I welcome educational reforms as chances to learn and evolve.	.575
41. I use effective time management to handle my workload efficiently.	.572
42. I collaborate with fellow teachers to share resources and strategies.	.647
43. I approach obstacles with a solution-oriented mindset.	.619
44. I advocate for my needs and the needs of my students.	.609
Factor 7: Empathetic Engagement	
45. I recognize the importance of empathy in teaching.	.678
46. I engage in community activities to broaden my perspective.	.602
47. I practice active listening in my interactions with students and staff.	.625
48. I use relaxation techniques to unwind after a challenging day.	.702

Extraction Method: Principal Axis Factoring.
Rotation Method: Promax with Kaiser Normalization.

a. Rotation converged in 18 iterations.

Reliability Test of the Scale
        The internal consistency of the questionnaires' item was determined and evaluated for its reliability test. It can be seen in table 3 that the overall reliability score of Filipino Teachers' Strategies in Building Psychological Resilience in the Workplace is high with Cronbach's value of (α = 0.874) the subscale or the dimension is also above the criteria reliability above score alpha namely, Adaptive Tenacity (α= 0.775), Synergistic Advancement (α= 0.659) , Educational Resilience and Adaptability (α= 0.955), Pedagogical Practices (α= 0.950), and Innovative Teaching Engagement (α= 0.954), Mindfulness Adaptability (α= 0.965), and Empathetic Engagement (α= 0.859).
        According to Huck, (2007). Determining reliability is essential as it refers to the consistency throughout the parts of a quantifying instrument. Also, a scale is said to have high internal consistency reliability if the items of a scale "hang together" and quantify the same construct (Huck, 2007, Robinson, 2009).
        The most used internal consistency measure is the Cronbach Alpha coefficient. It is considered as the most suitable measure of reliability when making use of Likert scales (Whitley, 2002, Robinson, 2009). However, no definite rules occur for internal consistencies, however, most concur on a minimum internal consistency coefficient of .70 (Whitley, 2002, Robinson, 2009).
        Thus, Aquino (2016) implied that reliability should compel the adequacy of tools to secure validity. The implications can be derived from the educational, discovery, and case analysis of the study.

Table 3

Reliability Test Scale for Filipino Teachers' Strategies In Building Psychological Resilience In The Workplace

Scale	Cronbach's alpha
Adaptive Tenacity	0.775
Synergistic Advancement	0.659
Educational Resilience and Adaptability	0.955
Pedagogical Practices	0.950
Innovative Teaching Engagement	0.954
Mindfulness Adaptability	0.965
Empathetic Engagement	0.859
Overall Reliability	**0.874**

Final Version of Filipino Teachers' Strategies In Building Psychological Resilience In The Workplace Model.
        The finalized version of the instrument from the initial set of 100 items has been refined to 48 items. The analysis reveals notable concerns regarding face validity, primarily deduced from the factor loadings associated with each item. Items exhibiting small coefficients, specifically those falling below .40, have been systematically excluded. This decision is substantiated by the guidance of Hair et al. (2010), positing that items with negligible coherence or lacking reflective power may be deemed dispensable within the model. Furthermore, in accordance with Hair et al. (2010), loading coefficients may

be judiciously set by the researcher to retain only those items that most aptly encapsulate the underlying factor, thereby ensuring the exclusion of items with low coefficients from the final factor structure.

Using the EFA, the Filipino teachers' strategies in building psychological resilience in the workplace questionnaire was developed. This scale consists of 48 items. Specifically, the Filipino teachers' strategies in building psychological resilience in the workplace consists of forty-eight (48) items which comprises seven factors such as Adaptive Tenacity (12) items, Synergistic Advancement (5) items, Educational Resilience and Adaptability (7) items, Pedagogical Practices (6) items, Innovative Teaching Engagement (6) items, Mindfulness Adaptability (8), and Empathetic Engagement (4).

CONCLUSIONS

To give light on the study, the following conclusions are enumerated.

1. The thematic analysis identified eight key themes in the strategies used by Filipino teachers to build psychological resilience in the workplace. These include Resilient Nurturance, Embracing Educational Change, Resilient Professional Growth, Mindful Resilience, Growth-Oriented Resilience, Supportive Scaffolding, Constructive Detachment, and Prioritized Efficiency. This underscores the need for educational policies and teacher training programs to address various aspects of resilience, including emotional well-being, professional development, and adaptability to change.

2. The Exploratory Factor Analysis revealed seven critical dimensions of resilience strategies among Filipino teachers: Adaptive Tenacity, Synergistic Advancement, Educational Resilience and Adaptability, Pedagogical Practices, Innovative Teaching Engagement, Mindfulness Adaptability, and Empathetic Engagement. These dimensions suggest a holistic approach to teacher resilience, emphasizing not only personal coping strategies but also professional growth and empathetic interactions. Educational institutions should consider these dimensions in their support systems and professional development initiatives.

3. The high reliability of the scale, indicated by Cronbach's Alpha of 0.874, and the satisfactory reliability scores for each dimension, affirm the scale's effectiveness in measuring resilience strategies. The high reliability of the scale, indicated by a Cronbach's Alpha of 0.874, and the satisfactory reliability scores for each dimension, affirm the scale's effectiveness in measuring resilience strategies.

4. The final instrument, encompassing seven dimensions and a total of 48 items, has been validated for measuring Filipino teachers' strategies in building psychological resilience. The validation of this instrument implies that it can be reliably used in various educational contexts to assess and enhance the resilience-building strategies of teachers. This tool can guide policymakers, educational leaders, and practitioners in developing targeted interventions and support mechanisms to foster resilience in teachers.

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